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ABSTRACT

The purpose of this study was to measure the nature and extent of the drug abuse involvement, knowledge, and atitudes of eighth and eleventh grade students in the Coronado Unified School District, Coronado, California. Included is a detailed comparison and evaluation of drug utilization rates; the determination of certain value orientations; and determination of the amount of cognitive data known, and attitudes about drugs and drug-related information by the students; and an analysis of the relationships to one another of certain of these measured factors. Design of the study allowed for 116 eighth grade and 124 eleventh grade students to voluntarily answer a 109 item questionnaire. Analysis of results indicated that student users in both eighth and eleventh grades know less than non-users about drugs or drug-related information. Second, the cognitive knowledge of junior high and high school students did not differ significantly. For value orientation, there was a significant difference between student users and non-users in both eighth and eleventh grade. Appendix I enumerates questions, instructions, and frequency of responses for all students, users, and non-users. Appendix II presents the entire questionnaire with a percentage response to each question by each of the three groups at the two grade levels. (BL)

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A STAFF REPORT

CORONADO UNIFIED SCHOOL DISTRICT

TITLE III PROGRAM

"Innovative Solution to Drug Misuse"

June 1970

Brayer, Maloney, Cleary & Gafvert

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A COMPARATIVE ANALYSIS OF DRUG USE AND ITS RELATIONSHIP TO CERTAIN ATTITUDES, VALUES, AND COGNITIVE KNOWLEDGE ON DRUGS BETWEEN EIGHTH AND ELEVENTH GRADE STUDENTS IN THE CORONADO UNIFIED SCHOOL DISTRICT

A Staff Report

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Chapter I.

THE PROBLEM AND A GLOSSARY

STATEMENT OF THE PROBLEM

Drug use as an activity unassociated with medical practice is as old as the history of man, and appears to be on the increase throughout the United States. Recently James L. Goddard, former Commissioner of the Food and Drug Administration observed, "More and more of us are becoming dependent on drugs, hiding from the realities of life, or using them for thrills. Drug abuse cannot be connected only with narcotic users. The alarming rise in the abuse of stimulants, depressants, and hallucinogenic drugs cuts across all strata of society."

Ample evidence of this "epidemic" growth is found in San Diego, California police statistics of arrests (which not only indicate increased use, but also increased levels of enforcement which admittedly cannot keep up with the workload). These show 1,720 dangerous drug and narcotics arrests in 1967; 3,747 in 1968; and 5,595 arrests in 1969. The former director of the National Institute of Mental Health, Dr. Stanley F. Yolles reported: "From aspirin to sleeping pills, from tranquilizers to 'the pill', Americans of all ages are ingesting drugs in greater variety and greater numbers than ever before."

The number of illicit drug users has not only increased alarmingly, but the number of young adults, teenagers and sub-teenagers that have become involved has locally as well as nationally reached "astronomical proportions." According to Joseph H. House, Area Superintendent for the California Bureau of Narcotics Enforcement, "The ages of drug abusers shows a remarkable drop. A number of years ago the average age of arrested persons (for drug violations) was 29-30 years. In 1968, the age was about 20. In 1970, the average age is expected to be 18 1/2, with about 50% of those arrested being under 18."

The problem posed by this study is the measurement and comparison of the nature and extent of the actual use of a list of dangerous substances, drugs and narcotics including tobacco and alcohol, but more importantly marihuana, the hallucinogens, amphetamines, barbituates, and opiates (i.e. the determination of utilization rates) by Coronado eighth and eleventh grade students; the determination of certain "value" orientations (as revealed partially by participation in outside activities, hobbies, Scouts, church orientation, etc., as well as students' attitudes on future vocations, relationships with parents, friends, and society); the determination of the amount of cognitive data known and attitudes about drugs and drug-related information by students; and an analysis of the relationships to one another of certain of these measured factors.

IMPORTANCE OF THE STUDY

This study focuses on younger drug users, ages 13-14 (eighth grade) and 16-17 (eleventh grade), and in so doing seeks to reveal significant

information in an area heretofore only guessed at or entirely neglected. Early adolescence is a period of considerable emotional stress and strain. Rapid physical growth, the recent arrival of physiological maturity, and the breaking away from family-centered activities may and with increasing frequency do lead to complex mental, emotional and social adjustments. In addition, breaking away from the comparatively secure life at the elementary level to the mature and more pressurized pace of the junior high school, and then the senior high school, creates further emotional and physical problems having direct relationships with "value" orientations, attitude formation or modification, and decision-making abilities. Young people to more or less conform to certain standards of their peer group while still expected to adher to those of family and the adult community is yet another confusing problem which confronts young people with particular intensity during these periods.

The results of this study may help those concerned with drug use by adolescents to better understand such use in relationship to value orientations, as well as to acquaint them with the actual frequency of use in a particular school district, and the tenuous and questionable correlation between cognitive knowledge about drugs and their actual use and abuse. Better understanding of the content of the preceding statements and the acceptance thereof by community leaders, parents, teachers and school administrators could well be the basis for the adoption of affective drug abuse prevention education not only in schools but in churches, youth organizations, civic groups and governmental agencies directed toward providing valuing (decision-making) skills, effective alternatives and strategies for value analysis.

ASSUMPTIONS UNDERLYING HYPOTHESES

A positive correlation between cognitive knowledge about drugs and drug usage has long been the underlying principle of most educational efforts to lessen, eliminate or prevent drug misuse. For example, it has been assumed that if one knows that something is poisonous, he normally will not ingest it; if you teach that certain drugs are deadly or even dangerous, most people, supposedly, will not use such a drug. Therefore, the assumption has been, the more one (or a group, collectively) knows about the dangers of misusing drugs, the less will be the usage of such substances.

Mounting evidence, however, shows that despite the largest and most widely spread media as well as educational campaigns of their type in history, drug abuse is on the increase throughout the United States. Such evidence--see the Carney Risk-Taking reports of students in the Coronado Unified School District--clearly indicates that even knowing the dangers a very large proportion of students from elementary through high school will experiment with and become users of dangerous drugs as well as engage in other high risk behaviors. From these studies the Title III staff proposed a number of hypotheses for this comparative study: that, generally, drug users know less about drugs than do non-usersat the same grade level, and that increased exposure to strictly cognitive knowledge in the progression of students from the eighth grade to the eleventh grade has not, up to this date at least, resulted in decreased drug use.*

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* As a working definition in this study, a "user" is a person who uses any drug, narcotic or dangerous substance (glue, etc.) more often than once a week. An "experimenter" is one who also "uses" but does so less than once a week. A "non-user" is just that, a person who does not experiment or use drugs.

Value orientations of individuals are major determinants of behavior. Value orientations can be at least partially revealed by actions and answers to questions which reveal a person's participation (or lack of it) in certain events or activities, and/or which indicate or demonstrate his attitudes towards family, friends, institutions, the future, etc. These assumptions concerning values underlie the hypotheses that, generally, significantly similar value orientations are exhibited by drug users, and in certain instances are significantly different from those of non-users of drugs.

STATEMENT OF HYPOTHESES

The formal hypotheses of this study, presented in a null hypothesis format, are:

1. There will be no significant difference in the level of cognitive knowledge about drugs between high school students who reportedly use drugs and those who do not use drugs.

2. There will be no significant difference in the level of cognitive knowledge about drugs between junior high school students who use drugs and those students who do not use drugs.

3. Cognitive knowledge about drugs by junior high school students will be significantly less than that of the high school students.

4. There will be no significant difference in value orientations between high school students who report drug usage and those who do not report drug usage.

5. There will be no significant difference in value orientations between junior high school students who report drug usage and those who do not report drug usage.

DEFINITION OF TERMS

Amphetamines: A group of drugs which directly stimulate the central nervous system and which are often prescribed for weight loss, relief of fatigue, etc. Most commonly used are Benzedrine ("peaches", "bennies", "roses"), Methedrine (Methamphetamine--"crystal", "speed"), and Dexedrine ("oranges", "hearts", "dexies", "pep pills"). The entire family are known as "ups" or "uppers".

Attitude: A state of mind or feeling with regard to some matter, or a disposition.

Barbiturates: A group of drugs known generally as "downers", which are depressants to the central nervous system. Some are known as sedatives and may be medically prescribed to induce relaxation or sleep. Specific types of barbiturates are often named after their color or shape, such as Nembutal ("yellow jackets", "yellows", "nimbies"); Seconal ("reds", "pinks", "redbirds", "red devils", "seggy", "seccy"); Phenobarbital ("phennies"); Tuinal ("rainbows", "reds and blues", "double trouble"); Sodium Amytal ("blues", "blue birds", "blue devils", "blue heavens", "blue velvets").

Busted: A slang word denoting arrest by police, or discovery, apprehension and disclosure by parents or others of hidden, illegitimate, or illegal activities.

Central Nervous System: The brain and spinal cord.

Cognitive knowledge: That which comes to be known through perception, reasoning; factual knowledge as learned.

Dangerous drugs: A legal term which applies specifically to barbiturates, amphetamines, the hallucinogens, and other drugs (except the narcotics) which are officially determined to have a potential for abuse because of their depressant, stimulant, or hallucinogenic (physiological and/or psychological) effect on man and society.

Depressant: Any of several drugs which sedate by acting on the central nervous system.

Drug: Any substance other than food which alters the body or its functions.

Drug abuse: Excessive (often compulsive) or non-medically prescribed or indicated use of a drug to an extent that it may damage an individual's health or social or vocational adjustment; is otherwise specifically harmful to society; or is taken solely for its disorienting or mind altering sensations during which the individual is not in full control of his physical or mental facilities.

Drug dependence: A psychic state resulting from administration of a drug on a periodic or continuous basis wherein one feels ingestion of the drug is necessary or desirable for his continued physical and/or emotional comfort. This term has replaced the terms "habituation" and "addiction" in most legal and medical circles.

Drug use: (see "User").

Habituation: A condition resulting from the repeated consumption of a drug which includes these characteristics:

1. A strong desire (but not a compulsion) to continue taking the drug for the sense of improved well-being that it engenders.
2. Little or no tendency to increase the dosage.

3. Some degree of psychic dependence on the effect of the drug, but absence of physical dependence and, hence no abstinence syndrome.

4. A detrimental effect, if any, primarily on the individual.

Hallucinogenic: Any substance that produces hallucinations. A psychedelic drug such as LSD, Mescaline, Psiocybin. Marihuana is also a mild hallucinogen.

LSD, or LSD-25: d-Lysergic Acid Diethylamide. A white, tasteless, odorless chemical that usually produces weird, distorting effects and hallucinations in the user. Also known as "acid", "sugar", "cubes", "big D", "wafers".

Marihuana: (also spelled marijuana). A substance usually found in the form of a ground or crushed mixture of leaves (often stems) and flowing tops of the Cannabis or Indian Hemp plant. Specially selected portions and refinement of this plant result in more powerful substances known as hashish, bhang, and kif produced in the Near and Far East and more recently in Mexico, Central and South America. Marihuana is thought to be a central nervous system depressant, and is known in this country as "pot", "grass", "tea", "weed", "stuff", "smoke", "charge", "hay", "jive", "muggles", "charge", "Mary Jane", etc., etc. It is normally used in the form of a hand-rolled homemade cigarette called a "joint", or "stick", or "reefer", but can be ingested in food as well as liquids.

Narcotics: A general term for drugs that depress the central nervous system and cause a physical and psychological dependence, a tolerance build-up, and withdrawal symptoms when stopped; a drug that produces

sleep or stupor and also relieves pain. Included are the opiates-- from the opium poppy-- heroin, opium, morphine, codeine, percodan, Demerol, and Solophine. Most commonly used is heroin, known as "dope", "H", "hard stuff", "horse", "junk", "smack", "sugar", "white stuff". Under U. S. law, cocaine (not an opiate, actually a stimulant) is considered a narcotic. Also, marihuana (not a depressant, officially) is generally considered for legal purposes to be a narcotic under federal regulations.

Opiate: (see "narcotic").

Psychedelic: "Mind-expanding". A word coined in 1957 by Dr. Humphry Osmond and Aldous Huxley to mean mind-revealing or mind-opening.

Stimulant: Any of several drugs which act on the central nervous system producing excitation, alertness and wakefulness.

User: (for purposes of this study only.) Any person who professes to have ingested any substance identified as being marihuana, amphetamine, hallucinogenic, barbiturate, or opiate three times or more.

Value: A preferred event; a human want or need; an event sought by men in varying degrees in all societies and subcultures.

Chapter II

DESIGN OF STUDY

PROCEDURES EMPLOYED AND SOURCES OF DATA

This study was carried out by having eighth and eleventh grade students supply answers to a 109 item questionnaire (of which 104 items were usable, and 5 were samples). Each student indicated information as to his sex, age, family background, academic achievement record, mobility, patterns of extracurricular activity, personal and social attitudes, and religious background. Other information revealed was the informant's drug use history (or lack of it), and such factual information as he professed to know about various drugs and drug-related items.

The following are the circumstances and limitations under which the testing was done. A volunteer group of eighth and eleventh grade students was solicited, with the intention of obtaining both a representative sample and as far as possible a truly random sample. The group was told that a student survey was going to be made, and that volunteers were needed, but the subject matter of the survey was not disclosed at that time. Further, they were informed that after they had volunteered they could change their minds, and that before the survey was taken both they and their parents would be informed of its general nature. Every student in the two grades then was given a letter explaining the survey and requesting his or her parent's permission for the student to participate. Initially approximately 100 eighth graders and 100 eleventh graders were to have been chosen at random for the actual test sample, but the final

numbers surveyed were 116 eighth graders and 124 eleventh graders making up 93% of the membership of both classes. The higher number of volunteers were accepted, (1) because the results in this school district were to be combined with numerous others in California (which combination or accumulation is not a part of this research), (2) it was considered undiplomatic to refuse some students who had volunteered and who had received parent permission while arbitrarily selecting others to be tested, and (3) the agency most directly involved (the California State Department of Education) really desired as wide as possible student coverage. About 7% of the students were not surveyed because written parental permission was denied them.

The final numbers of participants were gathered at one time in the school auditorium, and seated in alternate seats. No talking or other communication was allowed, and this was enforced by proctors headed by the school principal, vice principal, and Dr. Angela Kitzinger, State Corodinator of Drug Education, State of California Department of Education. The ratio of the student-informants to proctors was approximately twenty to one. Students were informed that if they had a question, they should raise their hand and a proctor would come to their seat and clarify the item. The students were given as much time as needed to complete the answers to the test instrument; the answers were marked in a multiple choice fashion on a mark sensing answer sheet separate from the test booklet. No name identification of the individuals and no numbering device on the answer sheets permitted identification of the individual.

There is no way of estimating under-reporting or over-reporting. Information concerning over-reporting, however, will be discussed under

the heading "Limitations". It is the general impression of the proctors that the students involved tended not to fear giving utilization information since no effort was made to identify them, identify suppliers, etc. Reactions to the test administration were relatively favorable and virtually all students appeared to respect the privacy of others.

After administering the instrument, all answer sheets were individually collected and a photo duplicate was made of each. Originals were taken by Dr. Kitzinger to the California Department of Public Health for inclusion in the statewide survey. The duplicate answer sheets were taken to the County Education Center data processing department where, through the cooperation of Mr. Rudy Pico and Mr. William Cue, cards were punched and eventually used in the IBM computer to generate a broad range of statistical correlations, factor analyses, and comparative information. Frequency tables were developed for each question for the entire sample, as well as being related to each of the following key characteristics of the informants: user, non-user, and type(s) of drugs used. Statistics for each category were developed for eighth graders as well as for eleventh graders. In other words, the finalized data shows numbers and percentages of the sample (both the eighth grade sample and the eleventh grade sample) who, for example, are users and, also, for those users, the total percentage response to each of the 104 questions was computed. Results appear in Appendix A, with appropriate narrative comments.

Additionally, items 61 through 96 self-evidently comprise an inventory of cognitive drug knowledge. These are questions based upon factual material customarily presented to the students in drug education units,

films, health classes and health fairs as well as points of view generally advocated by the cognitive drug use prevention programs. Computations were made for each category of student (user and non-user), indicating the number of correct answers supplied to questions 61 through 96, and these were converted into percentages. These percentages then served as ratings for each category of students as to the relative amount of cognitive knowledge about drugs and related items known by them. Z-tests of significant differences were applied.

Questions 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 30, 59, 60 and 108 were determined as revealing respondent's value orientations in several meaningful areas, and computer runs were made for each of them in order to calculate the percentage responding to each of the various responses and alternatives. Chi^2 tests of significant differences (Chi^2 analyses) were performed on the frequencies used to generate these percentages, in order to validate the comparisons drawn from the statistics.

A final set of statistical computer runs had to do with use of specific substances by students. That is, questions 43, 44, 45, 46 and 47 reveal the use or non-use of, respectively, marihuana, hallucinogens, amphetamines, barbiturates, and opiates. In order to develop profile data individual computer runs were made for the professed users of each of the five types of substances. This data is presented herein as Appendix B, and should be the basis for further examination and research.

It should be noted that no direct comparisons of the overall frequency of use data determined by this research with that of other studies could be made. Although similar, such other studies are not based upon identical conditions or definitions. That is, for example, other studies of student

drug use may unrealistically define a "user" as anyone having a single instance of use. Others may extend this to five or ten instances of use (sometimes spread over a year or two) before the subject is considered to be a user. Neither of these (nor any others in the studies reveiwed) are therefore directly compatible with the definition of "user" as used in this report. Many reports studied fail to differentiate between the "experimenter", "one timer", and the "user".

Four broad basic uses of the data revealed by the test instrument have been made:

1. A presentation of the related tabulated data for eighth graders and eleventh graders and for users and non-users in each grade, for the purpose of presenting a profile of each category of student. This appears in Appendix A.

2. A comparison of user and non-user factual knowledge about drugs and drug-related items. This is contained in Chapter IV.

3. A comparison of user and non-user value orientations in several area. This is also contained in Chapter IV.

4. A presentation of tabulated data showing how each category of user responded to the questions in the test instrument. That is, users have been separated into five categories (users of marihuana, hallucinogens, amphetamines, barbiturates, and opiates). For each of these five categories, the responses to each of the questions in the test instrument are given. This is done in Appendix B.

DATA GATHERING INSTRUMENT

The data gathering instrument used was a 109 item questionnaire (of which 104 items were usable and 5 were samples) developed by West Coast

Community Surveys for the State Department of Education of California. The test instrument (with tabulated answers) is shown in Appendix A. Before its application statewide it had been pre-tested in the San Francisco Schools, reviewed and revised, and then applied in school districts in San Francisco, Los Angeles and San Diego County.

There are at least two limitations of the test instrument which should be recognized. First, the tendency, if any, for the informants to exaggerate their reported behavior with regard to drug use or drug knowledge might have been better revealed by introducing a few "ringer" questions. For example, "NTC, also called 'Flamers', is mild and fairly harmless to any age group"; and, "Have you ever used NTC?"; and, "NTC washed down with Coke can provide a (check which)

1. moderate "high".
2. nauseated condition.
3. unpredictable reaction
4. don't know."

The point here is that "NTC" and "Flamers" are both fictitious terms and if an informant should give answers other than "don't know", it might tend to pinpoint him as an untruthful or exaggerating (over-reporting) informant; as one who is vicariously attracted to behavior labeled as deviant, and, therefore, as one whose contribution to the study should be eliminated or at least treated differently than the more authentic responses.

The second thing to be recognized about the test instrument is that many of the drugs are identified in the teen drug-use subculture not only by the generic or "trade" name of the substance, but equally often by other identifiers, which are the slang name ("speed" for Methedrine; "smack" for

heroin, etc.), and the actual color or shape of the pill or substance ("yellow jackets" for Nembutal; "hearts" for Dexedrine, etc.). The latter (color and shape identification), although extremely common, has been completely ignored in the test instrument. It is possible that some informants might not recognize a drug by generic, "trade", or nick-name, but would recognize it (and respond differently than otherwise) if the substance were identified as "reds", "rainbows", etc.

The test instrument was designed as a general information revealing questionnaire to be used in the official State of California study of drug use. This, and widely differing opinions of how much use it takes to classify one as a drug user, has made comparisons of the data with that of other studies impractical. In addition, those questions which revealed value orientations were not comprehensive enough to fit wholly into existing value frameworks (Lasswell's, in particular), but, as will be developed in a subsequent chapter, had to be analyzed independently.

LIMITATIONS OF STUDY

This study is limited to eighth and eleventh grade students who volunteered, and whose parents permitted them to respond. There could be a propensity of those students willing to volunteer (which perhaps could be considered as a type of risky behavior), to indulge in the risky behavior of taking drugs. Also, lack of parental permission disqualified approximately seven percent of those who had volunteered, and in some instances it is known, and in others it could be guessed that a number disqualified on this account were users or suspected users whose parents were fearful of incriminating their children or embarrassing their families; or, on

the other hand, a small number of those parentally disqualified had conservative parents who, on general principles, just did not want their children taking part in a drug abuse survey.

Socio-economic and attitudinal factors such as the relatively high middle income level and the high mobility of the 68% of the students who come from military families (only 11% of the students have lived in no other school district) may also have affected the results of this study. A natural hazard to complete accuracy, and therefore a limitation in this type of study is that drug use is considered to be "risk-taking" behavior by teen-agers, and there may be a tendency on their part to portray themselves as "riskier" than is actually the case, and thereby generate for themselves a more "cool" or "in" self-image. This would be called over-reporting and its extent is difficult to appraise, as the test instrument failed to include any fictitious drugs to see if an informant might try to demonstrate prior utilization of a larger variety of drugs than was true. A highly sophisticated student could have reported in a convincing, untrue way.

In view of these recognized limitations, caution should be exercised when generalizing or comparing the results of this study with other school districts which do not have comparable populations. That is, the sampling design rules out specifically the inference of utilization rates to other junior and senior high schools in other areas. There is, however, no good reason to expect that the general pattern of the present results would not hold for other areas.

The data in this report rather than being taken to provide definitive answers to the questions posed should be considered as part of the information pool from which more exhaustive and perhaps on-going studies could and will be based.

Chapter III

PRESENTATION AND ANALYSIS OF RESULTS

USER AND NON-USER ATTITUDE/VALUE ORIENTATIONS

As shown in Table 1, 48% of eleventh grade users portrayed themselves as B or better students, and 38% considered themselves C students. Of the eleventh grade non-users, 59% said they were B students, and 29% C students. Approximately 10% more non-users than users considered themselves as being higher ranking (B students rather than C students).

In the eighth grade sample, 41% of the users thought they were B or better students, and 35% thought their grade average was C. Fifty-two percent (52%) of the non-users considered themselves as being B or better students, with 30% reporting a C grade average.

The major difference in response patterns is in the percentage of students reporting B grade averages, with approximately 10% less users than non-users placing themselves in that category. A detailed check of the actual records of 55 known eleventh grade "users" showed the percentage nearer 35%.

It is noteworthy that none of the high school sample (users or non-users) thought they were F students, (although the semester records showed 15% more "users" than "non-users" did receive failing grades), and 18% of junior high users and none of the junior high non-users portrayed themselves as such (again a number in both categories did receive failing marks. The preponderance of students portraying themselves as A or B students, and the absence or minimum of F grade self-portrayal would indicate a higher

orientation toward the value category of Enlightenment as represented by academic performance by non-users than users. A profile of the user in both junior and senior high schools would therefore show a lower perceived need for the Enlightenment value as represented by present level academic performance (achievement).

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 1 for eleventh graders was not found to be statistically significant. However, Chi^2 analysis performed on the frequencies used to generate the percentages in Table 1 for eighth graders was found to be statistically significant. The Chi^2 value was 22.8, the degrees of freedom were four, and the probability value was .05.

The data in Table 2 indicate that most of the students in both the eighth and the eleventh grade samples intend to continue their educations after finishing high school. Fifty-two percent (52%) of the high school users report that they intend to take at least a four year college course, and another 24% will take at least a two year college course. Seventy-five percent (75%) of the high school non-users will take the four year college course and 16% the two year course.

While most using and non-using eleventh grade students appear to hold the value category of Enlightenment (associated here primarily with higher education) above those associated with getting a job or going into the armed services, or even "doing something else", the response pattern of the non-users is more significantly indicative of their holding a considerably higher need for enchancing their Enlightenment in this way than does that of the users. Therefore, a profile of the user in the eleventh grade would show a lower perceived need for the Enlightenment value as represented by higher education.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 2 for the eleventh grade sample was found to be statistically significant. The Chi^2 value was 10.7, the degrees of freedom were four, and the probability value was .05.

The data in Table 2 indicate that 47% of eighth grade users intend to pursue the four year college course and 18% the two year course. The non-users report 63% intending to take the four year college course and 18% the two year course.

A similarly high need for the value category of Enlightenment as previously evidenced by the eleventh graders appears to be evidenced by both the using and the non-using eighth graders, and also to the minimizing of those values associated with getting a job, going into the armed services, or doing something else. Again, the non-users appear to be more significantly oriented toward the Enlightenment embodied in a college education than do the users, and therefore a profile of both eighth grade and eleventh grade users would show a lower perceived need for this segment of the Enlightenment value on their part.

In short the non-user in both junior and senior high school appear, therefore, to be significantly more motivated to future educational goals than do those who revealed themselves as drug oriented (users).

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 2 for the eighth grade sample was found to be statistically significant. The Chi^2 value was 9.9, the degrees of freedom were four, and the probability value was .05.

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 1. - QUESTION #9.

9. What do you think your grade average was for the semester that ended last June?

	11th Grade		8th Grade	
	U	NU	U	NU
1. A (Excellent)	10	9	0	17
2. B (Good).	48	59	41	52
3. C (Average)	38	29	35	30
4. D (Below Average)	4	3	6	1
5. F (Failing)	0	0	18	0

TABLE 2. - QUESTION #10.

10. Which of the following do you think you will do after you leave high school?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Get a job	12	3	6	7
2. Take a two-year junior college course .	24	16	18	18
3. Take at least a four-year college course.	52	75	47	63
4. Go into the armed service	5	5	0	6
5. Do something else	7	0	29	6

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

The data in Table 3 indicate that 71% of eleventh grade users and 82% of the non-users participate in some form of athletic activities (Physical Education classes included) at least every week. The 11% higher frequency of the non-users' participation would indicate that users are less inclined toward athletic competition (as, indeed, they appear to be toward most forms of personal competition according to district-wide clinical evidence), and, perhaps as a cause thereof, hold the value categories of Well-being and Skill (athletically or competitively, at least) lower than do non-users. Another implication of this data is that users may be self-deprived in their need for Well-being and Skill (as far as sports participation is concerned) in that they perceive athletic competition as less enhancing to these values than do non-users, and a profile of the eleventh grade user would reflect this.

Chi^2 analysis performed on the frequencies used to generate the eleventh grade percentages in Table 3 was not found to be statistically significant.

Of the eighth grade junior high school sample, the percentage of non-users participating in some type of athletic activity was the same as in the eleventh grade high school sample (85%), but the percent of users decreased to 59% participation. The 23% lower frequency of participation by users would indicate a lower perception by them of the enhancement of their Skill and Well-being value categories by means of competitive athletic activities. Correspondingly, a profile of the eighth grade user would reflect a lowered status of Skill and Well-being. Physical education teachers, coaches, administrators and curriculum experts might wish to review the increasing disenchantment of junior and senior high school

students with present school programs in these fields. Emphasis on competitive sports and "team" participation are "turning off" large numbers of students. This symptom is confirmed by another Coronado survey of 476 high school students, both female as well as male. Relative alternatives in the P.E./Sports field need study and prompt implementation from the student viewpoint rather than the "I know best" attitude assumed by some coaches and P.E. "experts".

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 3 for the eighth grade junior high school sample was found to be statistically significant. The Chi^2 value was 13.6, the degrees of freedom were one, and the probability value was .05.

The data in Table 4 indicate that 71% of eleventh grade users do not take part in musical activities, and 65% of the non-users report similarly. Participating in musical activities as a performer is considered primarily as enhancing the value category of Skill, so the predominantly negative response of both users and non-users could be considered as indicating a relatively low musical Skill value status, with users being somewhat lower than non-users. As far as being a participant is concerned, a profile of the high school eleventh grade user would show him as being less musically inclined, having a lower Skill value orientation and/or being deprived in the value status of Skill and not perceiving his participation in musical activities as enhancing that value, relative to the non-users. (These observations, however, must not be related to "listening" and enjoying music of many varieties from "rock" to symphonies.)

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 4 for the eleventh grade sample was not found to be statistically significant.

Similarly, the eighth grade users reported that 71% of their number do not take part in musical activity, and 62% of non-users reported similarly. A profile of the eighth grade junior high user would show him as being less musically inclined, having a lower Skill value orientation, and/or being deprived in the value status of Skill and not perceiving active participation in musical activities as enhancing that value, relative to the non-users.

Chi^2 analysis performed on the frequencies used to generate the eighth grade junior high school percentages in Table 4 was also not found to be statistically significant.

The data in Table 5 indicate that 59% of eleventh grade users and 66% of non-users professed to be conventional hobbyists, as did 59% of eighth grade users and 60% of non-users. The slight tendency of non-users over users to participate in hobbies, which is associated with an orientation toward the value categories of Skill and Enlightenment (and, of course, Well-being) could again be introduced into a typical user profile to show him as being less inclined toward conventional hobbies and concomitantly holding the values of Skill and Enlightenment, to a lesser degree perhaps, as being less important than do non-users.

Chi^2 analysis performed on the frequencies used to generate all percentages in Table 5 was not found to be statistically significant.

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 3. - QUESTION #11.

11. Do you take part once or twice a week or more in sports (baseball, basketball, bowling, swimming, tennis, and so forth)?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	71	82	59	82
2. No	27	18	39	18

TABLE 4. - QUESTION #12.

12. Do you take part once or twice a week or more in band, orchestra, or other musical activity?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	29	38	29	38
2. No	71	62	71	62

TABLE 5. - QUESTION #13.

13. Do you take part once or twice a week or more in other hobbies (working with cars, building model planes, collecting stamps or coins, and so forth)?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	59	66	59	60
2. No	41	34	41	40

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

The data in Table 6 indicate that 60% of eleventh grade users report that they do not periodically take part in outdoor activities like hunting and fishing, while 57% of non-users report that they do take part in outdoor activities. In the eighth grade sample, 63% of users do not and 57% of non-users do take part in outdoor activities. Outdoorsmanship is generally associated primarily with the value category of Well-being (and to a lesser extent with Skill and Enlightenment). The lower frequency of participation of users to that of non-users in outdoor activities could indicate that users hold a lower value for physical activity than do non-users; that they feel deprived in their value of Well-being and perceive outdoor activities as not enhancing this value. Another probable implication is that the temporary and artificial sense of Well-being often induced by drug use partially supplants the users' need for authentic satisfaction of his Well-being needs by means of outdoor activities.

Community and recreation leaders as well as parents, coaches, Girl and Boy Scout, Y.M.C.A. and Y.W.C.A. leaders, and physical education directors in considering this contrasting data might wish to implement a youth study of recreation needs and interests which teen and subteen-age students feel would be "relevant" as alternatives to "turning off" on present facilities and opportunities. "Little Leagues" and "Pop Warner" leagues are excellent for many youngsters, but there is an increasing number (and percentage) of young people who are non-competitive or for one reason or another (skill, physical conditions, lack of time or opportunity, socio-economic factors, psychological hangups) just do not wish to participate in "organized" outdoor activities of the traditional types. Enhancing alternatives are known and many are already available. Such a study should develop the

methodology necessary to attract and involve an ever greater proportion of the "non-competitive" youth beginning at the elementary grade level with increasing incentives at secondary levels. Based on this and other studies such programs and projects will have a greater degree of success when started early and a declining interest the higher the age or grade level of implementation.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 6 for eighth graders was not found to be statistically significant.

The data in Table 7 indicate participation in church activities by 48% of eleventh grade users as contrasted to 55% of non-users. Church activities are often associated with the value categories of Affection, Rectitude, Respect, Power and Enlightenment (in any combination). With non-users responding 7% higher than users, it would appear that the profile of the typical user would show lessened church attendance and interest, and therefore that the users hold church-oriented values in relatively lower esteem than their non-using peers.

Chi^2 analysis performed on the frequencies used to generate the eleventh grade percentages in Table 7 was not found to be statistically significant.

Thirty-one percent (31%) of eighth grade users reported participating in church activities while 65% of the non-users so reported. This ratio of more than two to one of non-users over users attending church periodically could indicate either a relatively lower value orientation on the part of users toward church-associated values (and the junior high user profile

would reflect this difference), or a sharp lessening of parental or family pressure for church ("Sunday School") attendance after the 8th grade. The effect of the church as a behavior conditioning institution should be considered here in view of the increased percentage of non-church going "users" among high school students at all grade levels. Would relevant and youth-oriented church and religious activities developed at elementary grade levels, augmented and updated at secondary grade levels--geared to maximizing youth involvement and participation serve as an affective alternative that would reduce further drug involvement by youth?

Chi^2 analysis performed on the frequencies used to generate the eighth grade junior high school percentages in Table 7 was found to be statistically significant. The Chi^2 value was 6.4, the degrees of freedom were one, and the probability value was .05.

The data in Table 8 showed that 22% of eleventh grade high school users take part in traditional youth groups, as contrasted to 39% of non-users so reporting. Participation in this type of activity is related primarily to the value category of Affection in that it shows a desire for peer friendships ("in-group" belonging), although alienation, oft-times noted as being characteristic of drug users, could be a deterrent to participation in youth groups. Also, the value categories of Respect, Power, Well-being, and Rectitude all may be related, more or less, to participation by youth in organized youth groups and clubs. From the data, therefore, the profile of the typical eleventh grade user would show relatively low youth group participation and the probability of attendant low status in the above-described associated values, or a feeling of deprivation in

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 6. - QUESTION #14.

14. Do you take part once or twice a month or more in hiking, camping, or other outdoor activities, such as hunting or fishing?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	40	55	38	57
2. No	60	45	62	43

TABLE 7. - QUESTION #15.

15. Do you take part once or twice a month or more in church activities?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	48	55	31	65
2. No	52	45	69	35

TABLE 8. - QUESTION #16.

16. Do you take part once or twice a month or more in youth groups, such as Boy Scouts, Girl Scouts, YMCA, YWCA, or neighborhood groups?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	22	39	12	28
2. No	78	61	88	72

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

his need for them, and/or a deprivation therein without perceiving their possible enhancement by his participation in youth groups.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 8 for the eleventh grade sample was found to be statistically significant. The Chi^2 value was 3.93, the degree of freedom was one, and the probability value was .05.

The data revealed that 12% of the eighth grade users and 28% of non-users report that they participate in youth groups. This 16% difference appears to be meaningful in portraying the junior high school user as being deprived in his value status of Affection and probably to a lesser extent, Respect, Well-being, Power, and Rectitude, and/or having a relatively low orientation for the youth group associated values.

Chi^2 analysis performed on the frequencies used to generate the junior high percentages in Table 8 was not found to be statistically significant.

The data in Table 9 indicate that 12% of eleventh grade users and 11% of non-users take part periodically in political clubs or activities. Generally, political activity is related to the value category of Power (influence, "in-group" participation) although other values are undoubtedly also related. Any significant difference in participation by users and non-users would be related to differing orientations toward taking part in decision-making processes associated with having influence in and with a peer group or club or school organization "political" activity. The data would indicate that users in high school may be relatively more concerned with group "political" activities than non-users and their

profile would show a relatively higher need for the value Power. (Certainly this group has shown in many instances a militant attitude for "political" change involving dress codes, behavioral standards, etc., in contrast to many non-users avoiding "wave-making" involvement.)

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 9 for the high school eleventh grade sample was not found to be statistically significant.

Thirty-one percent (31%) of junior high school eighth grade users as contrasted to 9% of the non-users, reported taking part in "political" organizations, clubs, or student activities, indicating a relatively high esteem for the value category of Power by the users. "He wants to be influential with his peers." Based upon these data, the profile of the eighth grade user would show a relatively high participation in student "political" activities, with a relatively high value orientation toward Power, and the perception of "political" activity as enhancing the Power value.

Chi^2 analysis performed on the frequencies used to generate the eighth grade junior high school percentages in Table 9 was found to be statistically significant. The Chi^2 value was 6.3, the degrees of freedom were one, and the probability value was .05.

Significantly the above inferences from the data in Table 9 are further strengthened by the data in Table 10 which reveal that 21% of the high school users take part in student government (A.S.B., etc.), while only 14% of non-users do so. (Although the user group, of course, is smaller, thereby influencing the percentage figure, this is an important

contrast. Data shows many "users" to be activists, protesters against existing regulations, conditions, policies and eager to crusade for their points of view, even about permissive actions, councils, school and club student activities. As such a very marked number demonstrate a lack of fear of "Establishment" or student reaction. Their involvement is often emotional and without regard for "society" or their fellow students.) Of the junior high school eighth grade sample, 38% of the users and 23% of the non-users take part in student government. Notwithstanding the usual relationship of government to the value category of Power, an informal survey of eleventh grade and eighth grade students revealed that the students more accurately identify the value categories of Respect and Affection with participation in student government. The data would indicate that the users in both grades participate to a greater degree in student government than do the non-users, and thereby may have a relatively higher orientation toward Respect and Affection and/or to perceive student government political activity as enhancing these values to a greater degree, than do the non-users.

Chi^2 analysis performed on the frequencies used to generate all percentages in Table 10 was found not to be statistically significant.

The data in Table 11 indicate that most of the eleventh grade users, when worried or troubled about something, either seldom (38%) discussed it with parents, or usually (29%) did so. Thirty-seven percent (37%) of the non-users usually discussed problems with parents, but 28% seldom did. It is important to note that 22% of users and 23% of non-users stated that they "almost never" or "never" discussed problems with their parents.

The obvious significance is that the family remains the major institution associated with the value category of Affection. The value category of Respect is also closely related to child-parent relationships. The data indicate that users avail themselves less than non-users of the opportunity to enhance their Affection needs by having frequent or regular parental sessions or conferences. The latter perceive their parents as being only slightly less of a source of that value than the non-users, and similarly both may not perceive this as being an opportunity for Respect enhancement. These facts do not necessarily indicate the existence of the so-called "generation gap"; they may indicate the natural desire of youth for privacy, particularly when engaging in high risk or socially disapproved behavior.

Chi^2 analysis performed on the frequencies used to generate the high school percentages in Table 11 was not found to be statistically significant.

In the eighth grade junior high sample, 35% of the users reported that they almost never or never discussed their personal problems with their parents, and another 29% seldom did so. However, the non-users report that 41% of their number usually discussed problems with parents and only 27% seldom did so. These data indicate a relatively strong rejection of parents (and the corresponding lack of opportunity for enhancement of Affection) on the part of the users, and also that users do not perceive Respect value enhancement as an effect of parental conferences. It would also seem to indicate that there is already a high degree of "alienation" at the eighth grade level and further suggests that there is room for both detailed research and evaluation of the causes and solutions if parents are to find effective answers to the problem (starting, perhaps, at the fifth grade level).

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 9. - QUESTION #17.

17. Do you take part once or twice a month or more in political clubs or political activities?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	12	11	31	9
2. No	88	89	69	91

TABLE 10. - QUESTION #18.

18. Do you take part once or twice a month or more in student government or student council activities?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Yes	21	14	38	23
2. No	79	86	62	67

TABLE 11. - QUESTION #22.

22. When you are worried or troubled about something, do you discuss your problem with your parents? (IF YOU DO NOT LIVE WITH EITHER PARENT, ANSWER THIS QUESTION IN RELATION TO WHOEVER TAKES YOUR PARENTS' PLACE.)

	11th Grade		8th Grade	
	U	NU	U	NU
1. Almost always	11	12	12	22
2. Usually	29	37	24	42
3. Seldom	38	28	29	27
4. Almost never or never	22	23	35	9

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

Chi^2 analysis performed on the frequencies used to generate the junior high school percentages in Table 11 was found to be statistically significant. The Chi^2 value was 9.7, the degrees of freedom were four, and the probability value was .05.

The data in Table 12 revealed that, in the high school sample, 40% of the users felt fairly comfortable when they talked with parents on things that mattered to them. However, 26% felt a little uncomfortable. Forty-two percent (42%) of non-users indicated that they felt fairly comfortable and 32% felt a little uncomfortable. These percentages indicate that the non-users felt only slightly more comfortable than the users when talking over important matters with parents. As in Question 22, Table 11 above, this could indicate at this age and grade level a low perception by users of Affection and Respect enhancements from contact with parents and, whatever the valuing process involved, to indicate a tendency on the part of users not to communicate with their parents on important matters to the extent done by non-users. The results of both groups, however, are so close that it would appear that "Communication" is a broad spectrum problem and not one directly or indirectly chargeable to the drug problem.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 12 for the high school sample was not found to be statistically significant.

The eighth grade users were even less comfortable with their parents than the non-users, with 29% reporting that they felt very uncomfortable with their parents as contrasted with 12% of the non-users. However, 29% felt completely comfortable while only 22% of non-users replied similarly. If one classified responses #1 and #2 as indicating comfort, and #3, #4

and #5 as indicating discomfort, the eight grade users would show 35% comfort and the non-users would show 67% comfort. The data thus reveals that users are much less comfortable with their parents than the non-users, and have relatively lower value orientation toward Affection and Respect, and/or perceive less than non-users the enhancement of Affection and Respect from parental confidences and conferences.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 12 for the junior high school sample was found statistically significant. The Chi^2 value was 13.2, the degrees of freedom were four, and the probability value was .05.

The data in Table 13 indicate that 45% of the eleventh grade users do not smoke tobacco, while 89% of non-users do not smoke cigarettes. Of the drug users who smoke, 38% indicated that they smoked because they enjoyed it and felt better when smoking cigarettes. Only 6% of non-users who smoke responded the same way. In the junior high sample, only 13% of users reported that they don't smoke, and 86% of non-users did so. Again, 50% of users who smoke reported that they did so because they enjoyed it and felt better when smoking, and only 5% of the non-users who smoke responded the same way.

It is meaningful to note that users in both grade levels were almost unanimous in reporting that "I got into the habit and now can't stop". The data generated from the responses to this question, in addition to indicating that more than twice as many drug users as non-users smoke, also indicate that users perceive tobacco smoking as not resulting in a deprivation of Well-being, and/or that users do not have as high a Well-being orientation as non-users. As Dr. Carney in his Risk-Taking and Drugs--

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 12. - QUESTION #23.

23. How comfortable do you feel when you talk with your parents about things that matter to you? (IF YOU DO NOT LIVE WITH EITHER PARENT, ANSWER THIS QUESTION IN RELATION TO WHOEVER TAKES YOUR PARENTS' PLACE.)

	11th Grade		8th Grade	
	U	NU	U	NU
1. Completely comfortable	11	10	29	22
2. Fairly comfortable	40	41	6	46
3. A little uncomfortable	26	32	24	18
4. Very uncomfortable	15	8	29	12
5. Can't answer; never talk with my parents about things that matter to me.	9	8	12	2

TABLE 13. - QUESTION #30.

30. Here are some of the reasons people give to explain why they smoke. If you smoke, mark the one reason that best explains why.

	11th Grade		8th Grade	
	U	NU	U	NU
1. Don't smoke	45	89	13	86
2. Because I want to be like other people my age who smoke	0	3	6	5
3. Because I enjoy smoking or feel better when I smoke	38	6	50	5
4. Because smoking makes me feel grown-up.	3	0	6	3
5. Because I got into the habit and now can't stop.	14	2	25	1

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

covering these same students--noted, there is a very significant relationship between student drug users and tobacco smokers.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 13 for eleventh graders was found to be statistically significant. The Chi^2 value was 33.8, the degrees of freedom were four, and the probability value was .05.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 13 for eighth graders was also found to be statistically significant. The Chi^2 value was 53.1, the degrees of freedom were four, and the probability value was .05.

The data in Table 14 indicate that 54% of eleventh grade users reported that they use drugs primarily because they wanted to find out for themselves what taking drugs was like ("curiosity"), while 25% of junior high users reported similarly. Nineteen percent (19%) of the high school users said they used drugs because drugs make them feel good, and 31% of junior high users gave the same response. Enlightenment and Well-being, respectively, are the primary values associated with genuine "curiosity" and "feeling good". (It should be noted, parenthetically, that there is an unmeasured but discernable relationship between "curiosity" and "peer pressure" as co-causative factors.) The data indicate that the high school users exhibit more than twice the level of need of the junior high sample for this type of Enlightenment, or perceive drug use as a means of enhancing their need for Enlightenment. Significantly, however, the junior high school users exhibit a higher need for what will make them feel good (31% of responses), or perceive a relatively higher enhancement of Well-being as a result of taking drugs, than do the eleventh grade senior high school users.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 14 for eleventh graders was found to be statistically significant. The Chi^2 value was 76.4, the degrees of freedom were four, and the probability value was .05.

Chi^2 analysis performed on the frequencies used to generate the percentages for eighth graders in Table 14 was also found to be statistically significant. The Chi^2 value was 57.0, the degrees of freedom were four, and the probability level was .05.

The data in Table 15, pertaining only to non-users, indicate that 68% of high school non-users and 48% of junior high school non-users believe that the reason they do not use drugs is because they can face life and solve their problems without drugs, while 21% of senior high non-users and 29% of junior high non-users indicated they had seen what drugs have done to others and wouldn't want that to happen to them. Both of these responses are primarily associated with the value categories of Well-being and Respect (secondarily with Enlightenment, Rectitude and Decision-making skill), with the eleventh grade students relating to a more mature philosophical, positive outlook on life in general and their own sense of will and being, in particular. The junior high eighth graders response indicates more of a perception of potential physical danger which sometimes results from drug use and possibly Rectitude reflecting the positive "right and wrong" concepts together with the possibility of involvement with the law, authorities or parent reaction. The data indicate a very strong orientation of non-users in both senior high and junior high toward maintaining an authentic state of Well-being, which they

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 14. - QUESTION #59.

59. Here are some of the reasons people give to explain why they use drugs. If you use drugs, which one, if any, of the following reasons best applies to you?

	11th Grade	8th Grade
	U	U
1. Don't use drugs	6	6
2. Because others my age use drugs	54	25
3. Because I wanted to find out for myself what taking drugs was like . . .	19	31
4. Because drugs make you feel good. . . .	7	13
5. Because drugs make you appreciate the things around you	14	25

TABLE 15. - QUESTION #60.

60. Here are some of the reasons people give to explain why they do not use drugs. If you do not use drugs and never have, or if you have used drugs and stopped, which one if any, of the following reasons best applies to you? (IF YOU USE DRUGS, OMIT THIS QUESTION.)

	11th Grade	8th Grade
	NU	NU
1. Because I would worry about what might happen if I were caught	6	8
2. Because I wouldn't want to break a law even if I were pretty sure I wouldn't be caught	3	4
3. Because I have seen what drugs have done to others and wouldn't want that to happen to me.	21	29
4. Because of what I learned about drugs in school	2	10
5. Because I feel I can face life and solve my problems without drugs	68	48

NOTE: For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

perceive can be done best by not taking drugs, with the older students being more philosophically motivated in this regard, and somewhat less "scare" influenced than are the junior high students.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 15 for eleventh graders was found to be statistically significant. The Chi^2 value was 12.4, the degrees of freedom were four, and the probability value was .05. Similarly, the result for the eighth grade was statistically significant with a Chi^2 value of 15.9, the degrees of freedom were four and probability value .05.

The data in Table 16 indicate that 64% of the senior high school users felt the most important attribute in their being "popular" is being friendly, considerate, and thoughtful of others. Seventy-one percent (71%) of users and 11% of non-users thought that "going along with the crowd" was most important. Both of these response alternatives relate directly to the value categories of Affection and Power ("influence"). The data indicate that users have a lower Affection status than non-users, or perceive the act of "being popular" as not being a means of enhancing their needs for Affection. A feeling of alienation resulting from previous Affection deprivations undoubtedly does effect the responses to this item.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 16 for the eleventh grade high school sample was not found to be statistically significant.

In the eighth grade junior high sample, 31% of users and 61% of non-users thought that being friendly, thoughtful, and considerate was the most important attribute in being "popular". Twenty-three percent (23%) and 15% respectively, thought that "going along with the crowd"

was most important. As discussed immediately above, this would seem to indicate that users have both a lower attained Affection and Power value status than non-users, and/or that users do not perceive, to the extent of non-users, this type of behavior ("popularity") as being enhancing to their needs for Affection.

Chi^2 analysis performed on the frequencies used to generate the percentages in Table 16 for the junior high school sample was found to be statistically significant. The Chi^2 value was 23.0, the degrees of freedom were four, and the probability value was .05.

PERCENT WHO RESPONDED TO THE VARIOUS RESPONSE ALTERNATIVES

TABLE 16. - QUESTION #108.

108. What one attribute, from among the following, do you think is the most important in making a person of your age popular among his friends?

	11th Grade		8th Grade	
	U	NU	U	NU
1. Having a car	9	6	23	7
2. Being friendly, considerate, and thoughtful of others	64	72	31	62
3. Having money	6	5	23	1
4. Being good in sports	9	6	0	15
5. Going along with the crowd	12	11	23	15

NOTE: U = users of drugs
NU = non-users of drugs
For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

USER AND NON-USER COGNITIVE DRUG KNOWLEDGE

The data in Table 17 indicate that in both the eighth grade and the eleventh grade samples, non-users have a 17% higher level of cognitive knowledge about drugs and drug-related information, than do users. Rather surprisingly, the data indicate that the level of cognitive knowledge about drugs is almost the same for eighth grade users as for eleventh grade users; and for eighth grade non-users as for eleventh grade non-users. Another way of stating this is that at the point in time of the survey performed in this research, eleventh graders knew no more than eighth graders about drugs despite having had three more years of exposure to the drug-oriented culture. Subsequent research (June 1970) indicates almost the same situation.

As shown elsewhere in this study, drug abuse increases from 12% in the eighth grade to 38% in the eleventh grade. Putting all this information together reveals that despite what cognitive drug education may have existed in the schools from 1966 to 1969, there was no measurable increase in factual knowledge about drugs, but there was a marked increase in drug use as the student progressed from the eighth grade to the eleventh grade! Inferences could be drawn from these data that students do not accept drug education information (1) because little or none was actually presented, (2) because of the method of presentation, or (3) because of distrust of those presenting it, or (4) because of the liberal amount of street, "counter" or contrary information that students were exposed to in and by peers in the drug subculture. As one reviewing consultant commented, "many adults also imbibe a multitude of mixed drinks without ever knowing what the liquors are that are in them." "All they know is that it

affects them in the way they like or want to be affected." They couldn't care less about a lesson in the chemistry involved or even in the physiological or psychological affects from a clinical viewpoint."

Differences between users and non-users of the level of cognitive knowledge on drugs was found to be statistically significant at the .05 level of confidence.

PERCENT RATING OF FACTUAL DRUG KNOWLEDGE COMPUTED FROM
TOTAL CORRECT ANSWERS SUPPLIED
TO
QUESTIONS #61 THROUGH #96

	11th Grade	8th Grade
Users	51	51
Non-users	68	68

NOTE: For eleventh grade high school students number participating was 124
For eighth grade junior high school students number participating was 116

Chapter IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to measure the nature and extent of the drug abuse involvement, knowledge and attitudes of eighth and eleventh grade students in the Coronado Unified School District (Coronado, California). Included is a detailed comparison and evaluation of drug utilization rates; the determination of certain value orientations and statuses (as revealed partially by the students' participation in, and/or attitudes toward, outside activities, Scouts, church, hobbies, plans for the future, and their relationships with parents, friends, and society, etc.); the determination of the amount of cognitive data known, and attitudes, about drugs and drug-related information by the students; and an analysis of the relationships to one another of certain of these measured factors.

This purpose was implemented by striving toward the following basic objectives:

First, a comparison and analysis of the relationships of eleventh grade users to eleventh grade non-users in their participation in activities, and in their attitudes on various matters (with appropriate relating of these activities and attitudes to value orientations and value statuses.

Second, the same type of comparison and analysis, but with the eighth grade users being compared with eighth grade non-users.

Third, an analysis and comparison of eleventh grade users and eleventh grade non-users with their scores on a test of cognitive knowledge of abused drugs.

Fourth, an analysis and comparison of eighth grade users and eighth grade non-users with their scores on a test of cognitive knowledge on drugs.

Fifth, a comparison of eighth graders to eleventh graders (users and non-users, separately) with respect to their cognitive drug knowledge test scores.

Sixth, a presentation and narrative commentary on the responses of all students to all items on the test questionnaire used in this research (providing thus a profile or model of all included students).

Seventh, a presentation of the responses of users of each of the five drug types to all items on the test questionnaire (profiles of users of specific substances).

The most significant pieces of literature related to the purposes of this research include Blackford's study of drug use by students in San Mateo County in which the writer pointed out that there appears to be a characteristic pattern of drug use by students related to their grade in school. Dr. Richard E. Carney in his Risk-Taking and Drug Abuse, (Coronado, 1970) presented drug use information relative to both eighth and eleventh grade Coronado students. He, in cooperation with the Title III project staff, developed an approach to drug prevention which would identify potential users by their rating on his "Risk-Taking Attitudes Questionnaire"--an approach which directly relates drug using to individual value orientations. Rucker, Arnspiger, and Brodbeck have cogently

presented the role of values (using Lasswell's value categories) in education and their significance in the origination and modification of human behavior. Carney and Brayer have related the process of valuing / value analysis to such risk-taking behaviors of students as drug use (see Brayer and Carney, Program for Preventative Drug Abuse Education Using the Concepts of Values and Risk-Taking, Coronado, Ca., 1970, and their The Behavior-Values Inventory, Coronado 1970).

This research was important in that basic research studies of drug use by students in high school and particularly in junior high school are still relatively scarce. The utilization rates developed point out the seriousness of the drug use problem, particularly in relationship to its continuing tendency to be extended into younger age groups. A basic assumption of many drug education programs, that the teaching of cognitive information on drugs will prevent or minimize drug use, was tested and substantially discredited. The relationship of values, value analysis and value orientation to such behavior as drug use, as innovatively attempted by Title III, is a very significant (and heretofore seriously neglected) area for study in the critical overall area of drug use. The recognition by those concerned with drug use problems that human affective attitudes and values are indeed causally related to drug use appears to be of extreme pertinence and relevance to developing an effective educational approach to the presention of drug abuse by teen and subteen-age students.

The hypotheses tested in this study were:

1. There will be little significant difference between high school students who are drug users and high school students who are not drug users as far as their cognitive knowledge about drugs is concerned.

2. Similarly, there will be little significant difference between junior high school students who are drug users and junior high students who are not users as far as their cognitive knowledge about drugs is concerned.

3. The cognitive knowledge of the sample of junior high school students will not materially differ from the sample of high school students.

4. On their value orientations, there will be no difference between high school students who report drug usage and high school students who do not report drug usage.

5. On their value orientations, there will be no difference between junior high school students who report drug usage and junior high school students who do not report drug usage.

The subjects utilized in this study were 116 eighth grade students and 124 eleventh grade students in the Coronado Unified School District who voluntarily and with specific parental permission participated, in confidence, and completed a 109 item questionnaire developed by the West Coast Community Surveys for the State of California Department of Education. The questionnaire was administered in the school auditorium, with teacher-administrator monitoring. It elicited information about the general backgrounds and activities of each student, their drug use history, if any, their knowledge of factual information about drugs, and their attitudes toward family, friends, and other attitudinal information.

With respect to hypothesis #1, which was concerned with the level of cognitive drug knowledge of high school users and non-users, the data indicated that the non-users (as a group) scored 17 percentage points higher than users (as a group) on a group of 35 questions having to do with factual drug knowledge. The difference was found to be statistically significant according to the Z-test. Therefore, based upon the analysis of these data, hypothesis #1 was rejected.

With respect to hypothesis #2, which was concerned with the level of cognitive drug knowledge of junior high school users and non-users, the data indicated that the non-users (as a group) scored 17 percentage points higher than the users. The difference was found to be statistically significant according to the Z-test. Therefore, based upon the analysis of these data, hypothesis #2 was rejected.

With respect to hypothesis #3 which was concerned with the amount of cognitive drug knowledge of eighth graders related to the amount of cognitive drug knowledge of eleventh graders, the data indicated that there was no significant difference. This was found to be statistically significant by applying the Z-test. Therefore, based upon the analysis of these data, hypothesis #3 was accepted.

With respect to hypothesis #4, which was concerned with the relative difference of attitudes and value orientations of high school users and non-users, the data indicated that there was difference in all of 16 test items chosen to assess value orientations and in 5 of these items, the differences were found to be statistically significant by applying the Chi^2 analysis. Therefore, based upon the analysis of these data, hypothesis #4 was rejected.

With respect to hypothesis #5, which was concerned with the relative difference of attitudes and value orientations of junior high school users and non-users, the data indicated that there was difference in all of 16 test items chosen to assess value orientations, and in 11 of these items, the differences were found to be significant by applying Chi^2 analysis. Therefore, based upon the analysis of these data, hypothesis #5 was rejected.

DISCUSSION AND IMPLICATIONS

The rejection of the first and second hypotheses of this study indicates that student users in both eighth and eleventh grades do know less than non-users about drugs or drug related information. An implication could be drawn from this that while the continued teaching of factual drug information might somewhat lessen student drug use it could not do the job by itself, but when combined with an affective or attitudinal approach could be of real affect. This partially supports Hill and Kitzinger's statement (DRUG ABUSE, A Source Book and Guide for Teachers, Sacramento, 1967) that drug abuse prevention could be the result of setting goals in educational programs that help young people develop proper attitudes and acquire related drug knowledge.

The acceptance of the third hypothesis is unique to this study in that no reference could be found to any other studies where an analysis and comparison of eighth and eleventh graders and their respective factual drug knowledge was made.

The rejection of the fourth and fifth hypotheses relates to the statements of Rucker that (differing) value orientations and subsequent deprivations in values may lead to unrealistic (or neurotic) behavior providing

only temporary release from the tensions of value deprivation. Similarly, Carney has written: "If we are to explain or prevent behaviors such as drug abuse we must, then, see these behaviors not as spontaneously occurring evils to be stamped out, but as attempts by the person to solve his problems (real or imagined) and to actualize his values."

EIGHTH GRADE VALUES

In the portion of this study having to do with students' value orientations, the eighth grade users' responses indicated statistically significant lower relative status in the following value categories: Enlightenment (to the extent revealed by present academic achievement levels and aspirations toward higher learning); Skill (to the extent revealed by participation in sports and organized athletics, but not as revealed by musical and hobby participation); Affection and Respect (to the extent revealed by their willingness to participate in, and their feeling of ease during parental conferences covering subjects of importance to them); Power (to the extent revealed by participation in student organizations, clubs and "politics"); Affection, Rectitude, Respect, and Enlightenment (to the extent revealed by the attending or participating in religious or church activities, but not as revealed by participation in youth groups); Well-being (to the extent indicated by smoking, but not as revealed by participation in outdoor activities such as camping, etc.); and Affection (to the extent revealed by their denial that being friendly and considerate is most important in being popular.

Notwithstanding the above statement relating to the values of Enlightenment and Well-being, the users did perceive drugs as a way of enhancing these values. In addition, non-users' responses were statistically significant in perceiving drug usage as not enhancing their

Well-being value. It should be noted again that the users' responses to all of the value revealing items indicated lower status in all of them, but the lower response levels were not statistically significant in five of the items.

ELEVENTH GRADE VALUES

The eleventh grade high school users' responses indicated statistically significant lower relative status in the following value categories: Enlightenment (to the extent revealed by their aspirations toward higher education, but not as revealed by present academic achievement); Affection, Respect, Power, Well-being and Rectitude (to the extent revealed by their willingness to participate in youth groups); and Well-being (to the extent revealed by smoking). The users perceived taking drugs as a means of enhancing Enlightenment and Well-being; and the non-users' responses were statistically significant in perceiving that their Well-being would not be enhanced by using drugs. The eleventh grade users' responses to all of the value revealing items indicated lower status in all categories, but the lower response levels were not statistically significant in eleven instances.

The findings of this study by no means suggest the elimination of cognitive drug education as a part of drug use prevention programs in schools as, from the data, it can be observed that users are significantly less knowledgeable and sophisticated about drugs than non-users. However, of considerable meaning is the fact that there was no gain in cognitive knowledge on drugs from the eighth grade to the eleventh grade level, which would indicate that in the Coronado schools involved the "traditional" methods of imparting drug information, or the "content", or the philosophy

of the "traditional" methods (or both method and content), have been and are ineffective, (1970). However, the type of films, discussions, books, tapes, etc., used in this district were at the time of research those considered to be "traditional" and generally universally used elsewhere in "crash" or "make-do" programs. This research then, indicates that new methods for presentation of cognitive drug data as well as a different philosophy or viewpoint toward the data itself are in need of development by concerned teachers and educators in the Coronado Unified School District.

The differing value orientations of users and non-users seems to point up the need (in family, school and community) for a comprehensive program covering values, valuing processes (decision-making), value orientations, and their possible effects on human behavior. These programs would be pointed toward teachers and parents being able to understand the needs of the child (as well as the child understanding his own), and would provide coping behaviors which all concerned would accept as more effective for handling problems and thereby eliminating or minimizing such alienated, destructive, self-defeating behaviors such as drug taking. With value-oriented educators and administrators, the valuing processes can be introduced into classrooms (and into the home) from kindergarten on.

In this research, it was not possible to produce a complete value profile of users or non-users because the state test instrument used was not specifically designed to measure all areas of values or the reasons why certain values seem to be more prevalent than others. The ambition to take a four year college course, for example, is associated with a high orientation for Enlightenment, but if one knew why the student replied that way

a more nearly accurate value analysis could be made. That is, perhaps the student wants to enroll in a four year course to be professionally qualified for a certain well paying position upon graduation, so that he could afford to become married to someone he loves. In such a case, the Affection value would be predominant, Wealth second, and perhaps Enlightenment is only third as the means to the desired end. Another interesting and perhaps informative way to handle the data relating to values would be to use the lowest percentage response and to assume that the low response means a low or deprived status in that value -- then to compare and analyze these low value status users and non-users.

NEED FOR FURTHER STUDY AND RESEARCH

As an outgrowth of this research, the following topics warrant further investigation:

1. Different methods of presenting cognitive drug and drug related information in our public schools.

2. An investigation in the schools concerned as to why there appears to be no difference in cognitive drug knowledge between eighth and eleventh graders.

3. There are meaningful differences between the attitudes of using and non-using eighth graders compared to using and non-using eleventh graders in reference to the same subject matter; i.e., there is statistically significant difference in the responses in Table 3 for eighth graders, but for eleventh graders the difference in responses was not found to be statistically significant. Why?

4. In the cognitive drug knowledge section (questions #61 through #96) the three answer choices were: "Accept", "Reject", "Cannot Decide". Many questions had over 20% in the "Cannot Decide" category. Would these be related to a particular type of drug information or related to an attitudinal factor not identified?

APPENDIX I

QUESTIONS, INSTRUCTIONS AND FREQUENCY

OF

RESPONSES FOR ALL STUDENTS, USERS, AND NON-USERS

All figures in the appended tables are expressed in percentages, rounded to the nearest even figure. "All" means all students. "U" refers to users "NU" means non-users. In any cases where the percentage responses to a given question do not total 100%, either the practice of rounding off to even figures of percentages, or key punch error is responsible.

For eleventh grade high school students, N=124. For eighth grade junior high school students, N=116.

A narrative recap of responses to questions having particular significance to this study includes:

(1) At the eighth grade level, 15% of the students have at least experimented with marihuana, 7% with hallucinogens, 16% with amphetamines, 13% with barbiturates, and 5% with opiates. Under the definition of user in this study, 12% would be considered marihuana users, 4% hallucinogen users, 10% amphetamine users, 6% barbiturate users, and 5% opiate users. The construction of the test instrument does not facilitate disclosure of the exact individual category overlap. That is, some of the marihuana users use other substances, and some do not and the exact amount of overlapping use is diffiult to assess. The same student could respond to all five response alternatives and this would not increase the number of percent of users.

(2) Eleventh graders report that 48% have at least experimented with marihuana, 15% with hallucinogens, 36% with amphetamines, 26% with barbiturates, and 5% with opiates. Again, applying the definition of a "user", 38% are marihuana users, 10% are hallucinogen users, 25% are amphetamine users, 13% are barbiturate users, and 5% are opiate users.

(3) The statistics show that marihuana use (and experimentation) are multiplied by a factor of between 3 and 4 from the eighth grade level to the eleventh grade level.

(4) The opiates are the only substances in which neither experimentation with, nor use of, increases from eighth to eleventh grade. This may be indicative of the relative scarcity and expense of the opiates, or that students perceive the increased danger of physical addiction in the "hard" drugs of the opiate family, and therefore wisely stay away from them.

(5) The students perceived their own grade averages to be high, with about 65% replying that they thought their grade average was either A or B. Users in both eighth and eleventh grades tended to portray themselves as having slightly lower grades, on the average, than non-users. A sampling indicates that most students tend to see their grade averages as higher than they actually are, particularly among the confirmed drug users at the secondary level.

(6) Over three-fourths of both eighth and eleventh grade students plan to continue their formal education after finishing high school, with a majority aspiring to a full four year college education. Only 7% plan to get a job, and, despite the fact that some 68% of the respondents were military dependents, only 5% plan to enter the armed services after completing high school.

(7) About 4 out of 5 students in both grade levels take part in individual or team sports; about 1 out of 3 take part in musical activities; approximately 3 out of 5 are hobbyists; about 1 out of 2 are outdoors

oriented; only 1 out of 2 attend church; about 1 out of 4 participate in youth groups; and only 1 or 2 out of 10 engage in "political" or student government activities.

(8) Seventh-five percent (75%) of eighth graders and 59% of eleventh graders watch more than two hours of television each day.

(9) Fifty-five percent (55%) of eighth graders and 66% of eleventh graders have attended four or more schools since first grade, indicating the high mobility of Coronado families.

(10) Trust and emotional comfort with parents appears to decrease from the eighth grade to the eleventh grade. Forty-one percent (41%) of eighth graders seldom or almost never discuss personal troubles with their parents, but 55% of eleventh graders fall into this category; 37% of eighth graders feel uncomfortable when talking to parents about personal matters troubling or important to them, and 49% of eleventh graders responded similarly.

(11) Seventy-eight percent (78%) of eighth graders and 76% of eleventh graders live with both parents, with only slightly less users than non-users living with both parents.

(12) Thirty-four percent (34%) of eighth graders and 66% of eleventh graders have imbibed alcoholic benerages at least once; 4% of eighth graders and 9% of eleventh graders drink as much as several times a week but not every day; none of either group indulges in alcoholic beverages as often as every day.

(13) Comparing eighth graders to eleventh graders, the percentage of students smoking tobacco every day doubles from 9% to 18%. Practically all of these "every day" smokers also admit to being drug users!

Sixty-seven percent (67%) of eleventh graders and 85% of eighth graders agreed that medical information on cigarette smoking had caused them to cut down, stop, or not to start smoking at all.

(14) The knowledge of where to obtain drugs increases considerably from eighth grade to eleventh grade. Forty-eight percent (48%) of eighth graders reported that they would not know how to obtain marihuana, but only 19% of eleventh graders so reported. The hallucinogens: the decrease in availability knowledge was from 64% to 35%; for amphetamines it was from 56% to 25%; for barbiturates it was from 64% to 35%; and for opiates it was from 79% to 53%. Another way of stating these results is that about 4 out of 5 eleventh grade students report that they have ready access to drugs, and about 1 ou of 2 eighth graders have access to one or more drugs.

(15) The most shunned and apparently most feared categories of drugs are the hallucinogens and the opiates, with 90% of eighth graders and 78% of eleventh graders reporting they would refuse to use hallucinogens if they had the money and could have access to them; 93% and 94%, respectively, reported they would refuse to use opiates under any condition.

(16) Thirteen percent (13%) of students in both grades have taken drugs by means of needle injection. This appears to be a part of the revived trend toward use of an increasing amount of the amphetamines--injecting "speed" directly into the veins. It may be significant in that the really "hard"drugs, like heroin, are practically always taken by needle, and, for the small percentage of ardent experimentors or psychologically "hooked" individuals, the injecting of "speed" could be considered as "practice", or "getting ready" for use of heroin later in their drug involvement.

(17) The majority of students felt that will power is not enough to make a person stop taking drugs--51% of eleventh graders and 67% of eighth graders so responding. Only 46% and 62%, respectively, however, said that most people who use stimulating drugs like "pep pills", could not stop whenever they wanted to. These figures further shrink to 34% and 57%, respectively, for those who think that the marihuana habit is hard to break.

(18) A meaningful percentage of the overall student population at both levels apparently do not possess sound factual knowledge in some of the most elementary areas concerning drugs and drug use. Cognitive knowledge of drugs by students is specifically discussed in Chapter III, but it is also important for educators to note the high percentage of students who profess lack of any firm knowledge about pertinent drug abuse matters (possessing neither correct nor incorrect knowledge on the subject). Forty-one percent (41%) of eighth grade junior high school students and 33% of eleventh grade senior high students "cannot decide" whether barbiturates "slow you down and blur your vision". Twenty-two percent (22%) and 19%, respectively, "cannot decide" that "if you take sleeping pills regularly, you may find you can't sleep without them". Thirty-two percent (32%) and 26%, respectively, "cannot decide" whether driving an automobile after smoking marihuana is much safer than driving after drinking. Twenty-seven percent (27%) and 26%, respectively, "cannot decide" whether people who take large doses of "speed" are likely to lose control and become violent. In fact, 21% and 18%, respectively, "cannot decide" whether or not "speed" should be available without a doctor's prescription. Thirty-five percent (35%) and 31%, respectively, "cannot decide" whether or not cocaine is a

fairly safe drug to use because "it is only mildly stimulating" (sic.), and "its use does not cause physical dependence" (sic.). Twenty-two percent (22%) and 23%, respectively, "cannot decide" whether or not the amphetamines are mild and fairly harmless drugs which are safe for young people to experiment with.

(19) Surprisingly, 74% of eighth graders and 58% of eleventh graders rejected the position that "whether or not a person uses drugs is his own business because his decision affects nobody but himself". Contrarywise, when faced with the flat statement, "The decision to use or not to use any drug is a personal decision which each individual must make for himself", 81% of eighth graders and 78% of eleventh graders accepted it!

(20) They rejected, by 73% and 63%, respectively, the idea that drugs are good for some people because they help them escape from their problems, and accepted, by 69% and 58%, respectively, the statement that drug users are likely to be persons who never learn to solve problems or adjust to life. In this same vein, 72% of eighth graders and 64% of eleventh graders accepted the statement that attempts to solve personal problems by taking drugs results in losses in developing one's own resources for problem solving.

(21) There were wide differences in the students' opinions on certain drug laws. Sixty-six percent (66%) of eighth grade junior high students and 44% of eleventh grade high school students think that marihuana should <u>not</u> be legalized; and, 66% of the junior high students <u>accept</u>, but 54% of high school students <u>reject</u> a statement suggesting that the present laws against possession of marihuana be kept as they are. Only 45% of the

junior high students and 48% of the high school students feel that laws restricting the use of drugs do not constitute a violation of the individual's constitutional rights.

(22) Thirty percent (30%) of eighth graders and 43% of eleventh graders think that taking part in group discussions is the best way to learn about drugs in school; 63% and 68%, respectively, think that a former drug user leading such a discussion would be most effective.

(23) Sixty-five percent (65%) of the eighth graders stated that what they learned about drugs in school this year will probably keep them from using drugs in the future, but only 33% of eleventh grade students replied similarly.

(24) Both eighth and eleventh graders thought that being friendly, considerate, and thoughtful of others is the most important attribute in their popularity, with 55% of eighth graders and 61% of eleventh graders taking that view.

(25) Seventy-two percent (72%) of eighth graders and 62% of eleventh graders thought that somewhat over one-half to almost all of their fellow students had answered the questionnaire honestly.

APPENDIX II

EDUCATION PROJECT ON DRUG ABUSE

STATE DEPARTMENT OF EDUCATION

Prepared by

West Coast Surveys
San Francisco
California

We are asking your help in a statewide study of the knowledge, attitudes, opinions, and practices of young people as they relate to drug abuse. We hope that you will complete this questionnaire, but you are not required to do so.

DO NOT WRITE ON THE QUESTIONNAIRE, AND DO NOT SIGN YOUR NAME OR FILL IN ANY OF THE INFORMATION AT THE TOP OF THE ANSWER SHEET. We do not wish to relate any of the information received to the individual providing it, but we do want honest answers to the questions asked.

The first five questions are samples. We will answer them together by marking on the answer sheet the number of the correct answer to each question.

1. How do you like best to travel?

   1. By car
   2. By rail
   3. By air

2. Which of the following foods do you like best?

   1. Hamburgers
   2. Hot dogs
   3. Salads
   4. Ice Cream

	Yes	No	Do not know
3. The capital of California is Sacramento.	1	2	3
4. The capital of New York is New York City.	1	2	3
5. Wyoming is bigger than Pennsylvania.	1	2	3

6. Are you male or female?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Male	55	48	56	54	37	46
2. Female	45	52	44	46	63	54

7. How old were you on your last birthday?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Twelve or less	9	17	8	0	0	0
2. Thirteen or fourteen	91	83	92	0	0	0
3. Fifteen or sixteen	0	0	0	86	83	91
4. Seventeen or eighteen. . . .	0	0	0	12	15	9
5. Nineteen or older.	0	0	0	1	2	0

8. Which of the following best describes you?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Black, Negro, or Afro-American	1	6	0	1	2	0
2. Mexican-American	3	12	2	3	3	3
3. White (other than Mexican-American	85	75	88	86	86	89
4. Oriental.	3	0	3	0	0	0
5. None of these	7	6	7	5	9	8

9. What do you think your grade average was for the semester that ended last June?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. A (Excellent)	15	0	17	10	10	9
2. B (Good).	50	41	52	54	48	59
3. C (Average)	31	35	30	33	38	29
4. D (Below Average)	2	6	1	3	4	3
5. F (Failing)	3	18	0	0	0	0

10. Which of the following do you think you will do after you leave high school?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Get a job	7	6	7	7	12	3
2. Take a two-year junior college course.	18	18	18	20	24	16
3. Take at least a four-year college course	59	47	63	62	52	75
4. Go into the armed services.	5	0	6	5	5	5
5. Do something else	9	29	6	5	7	0

11. Do you take part once or twice a week or more in sports (baseball, basketball, bowling, swimming, tennis, and so forth)?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	78	59	82	76	71	82
2. No	20	39	18	22	28	18

12. Do you take part once or twice a week or more in band, orchestra, or other musical activity?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	37	29	38	27	29	38
2. No	63	71	62	63	71	67

13. Do you take part once or twice a week or more in other hobbies (working with cars, building model planes, collecting stamps or coins, and so forth)?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	59	59	60	62	59	66
2. No	41	41	40	37	41	34

14. Do you take part once or twice a month or more in hiking, camping, or other outdoor activities, such as hunting or fishing?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	53	38	57	47	40	55
2. No	46	62	43	50	60	45

15. Do you take part once or twice a month or more in church activities?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	59	31	65	50	48	55
2. No	40	69	35	48	52	45

16. Do you take part once or twice a month or more in church youth groups, such as Boy Scouts, Girl Scouts, YMCA, YWCA, or neighborhood groups?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	26	12	28	30	22	39
2. No	74	88	72	68	78	61

17. Do you take part once or twice a month or more in political clubs or political activities?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	12	31	9	11	12	11
2. No	87	69	91	88	88	89

18. Do you take part once or twice a month or more in student government or student council activities?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	24	38	23	17	21	14
2. No	73	62	67	82	79	86

19. How many hours a day do you usually spend watching television?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. None	4	12	3	3	5	2
2. One hour or less	21	34	18	37	39	35
3. Two hours.	26	18	27	30	37	23
4. Three hours.	28	18	31	15	12	19
5. Four hours or more	21	18	21	14	7	21

20. Since you started going to school (in first grade), how many different schools have you attended?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Only one	16	31	13	10	15	6
2. Two.	11	6	12	10	5	14
3. Three.	17	25	16	14	19	9
4. Four or more	55	38	59	66	61	71

21. Are you now living with both your mother and your father?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	78	69	80	76	77	80
2. No	22	31	20	21	23	20

22. When you are worried or troubled about something, do you discuss your problem with your parents? (IF YOU DO NOT LIVE WITH EITHER PARENT, ANSWER THIS QUESTION IN RELATION TO WHOEVER TAKES YOUR PARENTS' PLACE.)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Almost always	21	12	22	11	11	12
2. Usually	39	24	42	33	29	37
3. Seldom	28	29	27	33	38	28
4. Almost never or never . . .	13	35	9	22	22	23

23. How comfortable do you feel when you talk with your parents about things that matter to you? (IF YOU DO NOT LIVE WITH EITHER PARENT, ANSWER THIS QUESTION IN RELATION TO WHOEVER TAKES YOUR PARENTS' PLACE.)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Completely comfortable . . .	23	29	22	10	11	10
2. Fairly comfortable	40	6	46	40	40	41
3. A little uncomfortable . . .	19	24	18	30	26	32
4. Very uncomfortable	15	29	12	11	15	8
5. Can't answer; never talk with my parents about things that matter to me	3	12	2	8	9	8

24. Is your father now employed? (IF YOU HAVE NO FATHER, ANSWER THIS QUESTION ABOUT THE PERSON WHO TAKES HIS PLACE.)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	93	93	95	93	97	94
2. No	5	7	5	6	7	6

25. How often, if ever, do you drink wine, beer, or some other drink containing alcohol? (DO NOT COUNT AN OCCASIONAL SIP, SUCH AS SOME YOUNG PEOPLE HAVE WITH THEIR PARENTS, OR WINE TAKEN AT RELIGIOUS RITUALS.)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	66	12	76	34	7	59
2. Once a month or less	21	40	17	28	30	26
3. Several times a month or once a week	6	18	4	30	47	12
4. Several times a week but not every day	4	18	2	9	16	3
5. Every day	0	12	12	0	0	0

26. Here are some of the reasons people give to explain why they drink. If you drink, mark the one reason that best explains why.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't drink	76	25	85	38	12	63
2. Because I want to be like other people my age who drink	2	6	1	5	5	5
3. Because I like the taste of alcoholic beverages	8	13	7	18	19	19
4. Because drinking helps me to relax or have a good time	5	25	2	20	31	11
5. Because I like to get "high"	8	31	4	17	33	2

27. How often, if ever, do you smoke cigarettes?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't smoke	75	18	85	62	32	87
2. Once a month or less often	10	12	10	9	14	5
3. Several times a month or once a week.	3	12	2	3	4	3
4. Several times a week but not every day	3	12	1	8	12	5
5. Every day	9	46	2	18	40	0

28. On days when you smoke, how many cigarettes a day do you ususally smoke?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't smoke	76	18	86	64	36	89
2. Less than half a pack . . .	22	64	14	25	40	11
3. Between half a pack and a full pack	2	12	0	8	16	0
4. A pack or more.	1	6	0	3	8	0

29. If you smoke regularly (oftener than once a month) how old were you when you began smoking regularly?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't Smoke	75	29	84	70	48	94
2. Eleven or younger . . .	13	59	5	2	2	1
3. Twelve or thirteen. . .	10	6	11	6	12	1
4. Fourteen.	0	0	0	12	24	2
5. Fifteen or older . . .	1	6	0	10	14	2

30. Here are some of the reasons people give to explain why they smoke. If you smoke, mark the one reason that best explains why.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't Smoke	75	13	86	68	45	89
2. Because I want to be like other people my age who smoke	5	6	5	2	0	3
3. Because I enjoy smoking or feel better when I smoke	11	50	5	21	38	6
4. Because smoking makes me feel grown-up. . . .	3	6	3	2	3	0
5. Because I got into the habit and now can't stop.	4	25	1	7	14	2

31. Has the medical information that cigarette smoking can cause cancer and heart disease had any effect on your decision about smoking?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes, it helped me decide not to start smoking	69	23	79	52	30	80
2. Yes, it caused me to cut down on cigarettes or to stop smoking.	16	18	17	15	25	8
3. No, it hasn't affected how much I smoke, but it has worried me and made me feel guilty when I smoke.	5	23	2	9	12	7
4. No, I still smoke as much as I like, and this information doesn't bother me at all.	5	30	1	14	26	3
5. No, it has never been proven that cigarette smoking causes cancer or heart disease.	2	6	1	4	7	2

IMPORTANT NOTE

Most of the rest of the questions are about drugs. In answering the drug questions, do not count time you took drugs because a doctor told you to.

Do count any times you took any drug not specifically prescribed by your doctor for you.

Regardless of whether you have used or wanted to use one of these drugs or not, how easily could you get it (assuming you had the money to pay for it)? FOR EACH TYPE OF DRUG ON THE LIST, MARK THE ONE NUMBER ("1", "2", or "3") THAT BEST GIVES YOUR ANSWER.

32. Marihuana ("pot", "grass", "weed").

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Very easily; it is available to those who want it.	36	76	30	61	81	45
2. Not too easily, but I would know how to find out.	15	18	14	18	14	23
3. I would not know how to get it	48	6	56	19	5	32

33. Hallucinogens (LSD, STP, DMT)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Very easily; it is available to those who want it.	17	47	12	31	50	14
2. Not too easily, but I would know how to find out	19	29	17	35	40	32
3. I would not know how to get it.	64	24	71	33	10	54

34. Amphetamines ("pep pills", "ups", "crystal", Methedrine, Dexedrine, "bennies")

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Very easily; it is available to those who want it.	27	71	19	49	69	31
2. Not too easily, but I would know how to find out	17	23	16	26	28	25
3. I would not know how to get it.	56	6	65	25	3	44

35. Barbiturates (phenobarbital, Nembutal, Seconal, "downs")

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Very easily; it is available to those who want it.	20	59	13	39	69	12
2. Not too easily, but I would know how to find out	16	35	13	24	19	30
3. I would not know how to get it.	64	6	74	35	12	58

36. Opiates (morphine, heroin)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Very easily; it is available to those who want it.	10	29	7	11	14	9
2. Not too easily, but I would know how to find out	11	24	9	34	46	23
3. I would not know how to get it.	78	47	84	53	40	68

Which, if any, of these drugs do you think you would use if you could get them and had the money to pay for them? FOR EACH TYPE OF DRUG ON THE LIST, MARK THE ONE NUMBER ("1", "2", or "3") THAT BEST GIVES YOUR ANSWER.

37. Marihuana ("pot", "grass", "weed")

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	15	71	5	38	72	6
2. Might use	9	29	6	14	19	9
3. Would probably refuse to use	75	0	89	47	9	85

38. Hallucinogens (LSD, STP, DMT)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	5	29	1	10	16	3
2. Might use	4	29	0	12	22	3
3. Would probably refuse to use	90	42	99	78	62	94

39. Amphetamines ("pep pills", "ups", "speed", "crystal", Methedrine, Dexedrine, "bennies")

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	13	59	5	18	32	5
2. Might use	8	29	4	18	29	9
3. Would probably refuse to use	78	12	91	63	39	86

40. Barbiturates (phenobarbital, Nembutal, Seconal, "downs")

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	10	53	3	15	25	5
2. Might use	4	12	3	11	22	1
3. Would probably refuse to use	84	35	94	74	53	94

41. Opiates (Morphine, heroin)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	5	29	1	3	4	3
2. Might use	1	6	0	4	8	0
3. Would probably refuse to use	93	65	99	94	88	97

42. Inhalants (airplane glue, gasoline, aerosols)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Would probably use (or do use)	5	23	2	11	16	6
2. Might use	6	23	3	8	14	3
3. Would probably refuse to use	88	54	95	80	70	91

43. How often, if ever, have you used marihuana ("pot", "grass", "weed")?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	85	0	100	52	0	100
2. Once or twice	3	18	0	10	22	0
3. Three to nine times	4	29	0	10	20	0
4. Ten or more times (less than 50 times). . . .	3	18	0	12	25	0
5. At least 50 times	5	35	0	16	33	0

44. How often, if ever, have you used hallucinogens (LSD, STP, DMT)?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	93	58	99	85	70	100
2. Once or twice	3	18	1	6	12	0
3. Three to nine times	3	18	0	5	10	0
4. Ten or more times (less than 50 times). . . .	0	0	0	3	5	0
5. At least 50 times	1	6	0	2	3	0

45. How often, if ever, have your used amphetamines ("pep pills", "ups", "speed", "crystal", Methedrine, Dexedrine, "bennies")?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	84	18	96	64	33	95
2. Once or twice	5	29	1	10	17	5
3. Three to nine times	4	23	1	14	29	0
4. Ten or more times (less than 50 times). . . .	4	18	2	8	16	0
5. At least 50 times	2	12	0	3	5	0

46. How often, if ever, have you used barbiturates (phenobarbital, Nembutal, Seconal, "downs")? DON'T COUNT ANY TIMES YOU TOOK THESE ON A DOCTOR'S PRESCRIPTION.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	87	25	98	74	49	99
2. Once or twice	6	38	1	12	24	1
3. Three to nine times	2	13	0	7	14	0
4. Ten or more times (less than 50 times). . . .	3	18	1	4	8	0
5. At least 50 times	1	6	0	2	5	0

47. How often, if ever, have you used opiates (morphine, heroin)?

	.8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	95	64	100	95	93	99
2. Once or twice	1	6	0	1	1	0
3. Three to nine times	2	12	0	1	1	0
4. Ten or more times (less than 50 times). . . .	1	6	0	2	4	0
5. At least 50 times	2	12	0	2	1	1

48. How often, if ever, have you sniffed inhalants (airplane glue, gasoline, aerosols)?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	84	40	92	72	49	94
2. Once or twice	7	18	5	11	19	5
3. Three to nine times	3	18	0	6	10	0
4. Ten or more times (less than 50 times). . . .	3	12	1	9	19	0
5. At least 50 times	3	12	2	2	3	1

49. If you have used marihuana ("pot", "grass", "weed"), when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	84	6	98	52	0	100
2. A year or more ago.	2	12	0	5	10	0
3. More than a month, but less than a year ago. . . .	2	12	0	16	34	0
4. More than a week, but less than a month ago . . .	4	29	0	9	19	0
5. Within the last week. . . .	8	41	2	18	38	0

50. If you have used hallucinogens (LST, STP, DMT), when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	93	58	99	84	68	100
2. A year or more ago.	20	6	1	3	7	0
3. More than a month, but less than a year ago. . . .	1	6	0	6	14	0
4. More than a week, but less than a month ago . . .	1	18	0	2	4	0
5. Within the last week. . . .	0	12	0	4	7	0

51. If you have used amphetamines ("pep pills", "ups", "speed", "crystal", Methedrine, Dexedrine, "bennies"), except on medical prescription, when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	87	29	97	66	36	94
2. A year or more ago.	1	6	0	6	10	4
3. More than a month, but less than a year ago. . . .	3	18	0	15	30	1
4. More than a week, but less than a month ago . . .	4	29	0	6	8	1
5. Within the last week. . . .	5	18	3	7	16	0

52. If you have used barbiturates (phenobarbital, Nembutal, Seconal, "downs"), except on medical prescription, when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	88	35	97	78	57	99
2. A year or more ago.	2	6	1	2	5	0
3. More than a month, but less than a year ago. . . .	6	35	1	12	22	1
4. More than a week, but less than a month ago . . .	3	18	0	5	11	0
5. Within the last week. . . .	2	6	1	2	5	0

53. If you have used <u>opiates</u> (morphine, heroin), when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	97	76	100	97	95	99
2. A year or more ago.	1	6	0	0	0	0
3. More than a month, but less than a year ago. . . .	1	6	0	0	0	0
4. More than a week, but less than a month ago . . .	0	0	0	2	5	0
5. Within the last week. . . .	2	12	0	1	0	1

54. If you have sniffed glue or other <u>inhalants</u>, when was the last time?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Never	85	40	93	74	54	94
2. A year.	3	12	2	6	10	3
3. More than a month, but less than a year ago. . . .	6	24	3	10	19	0
4. More than a week, but less than a month ago . . .	3	18	1	4	8	0
5. Within the last week. . . .	2	6	1	6	9	3

55. Have you taken Methedrine, "speed", or other amphetamines with a needle?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	13	13	13	8	13	3
2. No.	87	87	87	90	87	87

56. Have you taken Nembutal, Seconal, or barbiturates with a needle?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	4	38	2	6	9	5
2. No.	94	62	98	93	91	95

57. Have you taken heroin or other opiates with a needle?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	4	24	1	7	7	8
2. No.	96	76	99	91	93	92

58. Have you taken cocaine with a needle?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	3	12	1	5	4	6
2. No.	97	88	99	93	96	94

59. Here are some of the reasons people give to explain why they use drugs. If you use drugs, which one, if any, of the following reasons best applies to you?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Don't use drugs	82	6	94	2	6	94
2. Because others my age use drugs	3	25	1	25	54	1
3. Because I wanted to find out for myself what taking drugs was like.	4	31	2	10	19	5
4. Because drugs make you feel good	7	13	0	3	7	0
5. Because drugs make you appreciate the things around you	2	25	3	54	14	0

60. Here are some of the reasons people give to explain why they do not use drugs. If you do not use drugs and never have, or if you have used drugs and stopped, which one, if any, of the following reasons best applies to you? (IF YOU USE DRUGS, OMIT THIS QUESTION.)

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Because I would worry about what might happen if I were caught	10	57	8	9	28	6
2. Because I wouldn't want to break a law, even if I were pretty sury I wouldn't be caught	3	0	4	4	12	3
3. Because I have seen what drugs have done to others and wouldn't want that to happen to me	25	14	20	14	20	21
4. Because of what I learned about drugs in school.	9	14	10	2	4	2
5. Because I feel I can face life and solve my problems without drugs . . .	41	14	48	41	36	68

61. If a person has will power, he can take almost any drug and be able to stop when he wants to.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	22	44	19	40	59	24
2. Reject	67	44	72	51	34	66
3. Cannot decide.	9	12	9	9	7	10

62. If a person injects anything into his veins, he runs the risk of infection and disease.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	80	57	85	85	84	86
2. Reject	12	31	9	11	14	9
3. Cannot decide.	7	12	6	4	2	5

63. There are times when it is all right to take amphetamines and barbiturates even if a physician hasn't prescribed them to you.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	16	58	9	29	48	11
2. Reject	72	24	81	63	46	80
3. Cannot decide.	11	18	10	5	6	9

64. Marihuana is dangerous because you can't always tell how it will affect you.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	59	29	65	38	15	59
2. Reject	30	53	26	52	80	27
3. Cannot decide.	10	18	9	10	5	14

65. Barbiturates slow you down and blur your vision.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	46	48	46	56	66	48
2. Reject	13	12	13	10	12	9
3. Cannot decide.	41	40	41	33	22	43

66. If you take sleeping pills regularly, you may find you can't sleep without them.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	62	58	63	70	66	74
2. Reject	16	12	16	10	10	12
3. Cannot decide.	22	30	21	19	24	14

67. Most people who use stimulants like "pep pills" and "speed" can stop any time they want to.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	16	40	12	35	53	20
2. Reject	62	24	69	46	31	60
3. Cannot decide.	22	36	19	18	16	20

68. People who are curious about drugs should satisfy their curiosity by trying them.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	16	75	6	30	55	8
2. Reject	77	13	88	54	22	84
3. Cannot decide.	7	12	6	14	23	8

69. Taking alcohol and barbiturates together can cause serious illness or death.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	78	64	81	69	68	69
2. Reject	10	18	9	12	12	12
3. Cannot decide.	11	18	10	19	20	19

70. Driving an automobile after smoking marihuana is much safer than driving after drinking.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	27	64	20	38	53	25
2. Reject	41	12	47	35	27	44
3. Cannot decide.	32	24	33	26	20	31

71. A pregnant woman is more likely to have a deformed baby if she has used LSD than if she hasn't.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	87	76	89	82	73	91
2. Reject	8	0	9	8	10	6
3. Cannot decide.	5	24	2	10	17	3

72. The laws that make marihuana illegal should be eliminated.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	19	50	14	38	62	16
2. Reject	66	25	73	44	22	65
3. Cannot decide.	15	25	13	17	16	19

73. Students who use drugs tend to lose interest in school, to have poor grades, and to become school dropouts.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	69	52	72	34	12	35
2. Reject	17	24	16	50	77	26
3. Cannot decide.	14	24	12	14	11	19

74. People who take large doses of "speed" or "crystal" are likely to lose control and become school dropouts.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	61	45	64	57	50	65
2. Reject	12	24	10	17	22	12
3. Cannot decide.	27	31	26	26	28	23

75. Some people have committed suicide after using LSD.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	82	70	84	84	88	85
2. Reject	11	12	11	7	5	9
3. Cannot decide.	7	18	5	6	7	6

76. One good thing about marihuana is that it is easy to break the habit.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	22	56	16	50	77	28
2. Reject	57	31	62	34	19	48
3. Cannot decide.	21	13	22	14	4	24

77. "Speed" and "crystal" are so mild that you should be able to get them without a doctor's prescription.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	6	18	4	10	21	1
2. Reject	73	53	77	70	58	85
3. Cannot decide.	21	29	19	18	21	14

78. Drugs are good for some people because they help them from their problems.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	16	36	12	26	40	15
2. Reject	73	46	78	63	46	82
3. Cannot decide.	11	18	10	9	14	3

79. The present laws against possession of marihuana should be kept as they are.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	66	46	69	34	9	58
2. Reject	25	42	22	54	81	30
3. Cannot decide.	9	12	9	11	10	12

80. Because of the unpredictable and often violent effects of LSD on users, it is dangerous to experiment even once or twice with this drug.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	82	70	84	68	46	91
2. Reject	11	18	10	22	40	6
3. Cannot decide.	6	12	5	9	14	3

81. Some users of LSD experience mental disturbances which endanger their mental health.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	84	77	86	82	72	92
2. Reject	9	12	8	8	12	5
3. Cannot decide.	7	11	6	9	16	3

82. Drug users are likely to be persons who never learn to solve problems or adjust to life.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	69	50	73	58	41	72
2. Reject	22	38	20	30	47	17
3. Cannot decide.	8	12	7	11	12	11

83. Research has shown that marihuana is a harmless drug that does not cause physical or mental damage.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	16	47	12	42	64	23
2. Reject	67	40	73	37	16	57
3. Cannot decide.	15	13	15	20	20	20

84. The decision to use or not to use any drug is a personal decision which each individual must make for himself.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	81	81	82	78	89	71
2. Reject	13	13	13	14	6	23
3. Cannot decide.	5	6	5	6	5	6

85. Marihuana use frequently leads to, or is associated with, the use of other drugs.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	78	57	82	69	53	85
2. Reject	13	25	11	22	35	12
3. Cannot decide.	9	18	7	7	12	3

86. The use of heroin leads a person very quickly toward total drug dependence from which it is very difficult and often impossible to recover.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	78	57	82	75	71	83
2. Reject	10	31	7	6	7	5
3. Cannot decide.	11	12	11	16	22	12

87. Cocaine is a fairly safe drug to use because it is only mildly stimulating, and its use does not cause physical dependence.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	5	25	2	6	9	2
2. Reject	59	50	61	60	60	64
3. Cannot decide.	35	25	37	31	31	34

88. Every time a person takes a drug as a help in solving his problems, he loses an opportunity to develop his own resources for solving his problems.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	72	69	73	64	49	80
2. Reject	15	12	15	19	33	9
3. Cannot decide.	13	19	12	14	18	11

89. The fact that adults use and often abuse alcohol makes them unfit to advise young people against the use of marihuana.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	49	56	49	46	62	40
2. Reject	34	38	33	30	19	44
3. Cannot decide.	16	6	18	17	19	16

90. Whether or not a person uses drugs is his own business because his decision affects nobody but himself.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	19	50	14	28	44	17
2. Reject	74	38	81	58	43	75
3. Cannot decide.	6	12	5	10	13	8

91. The amphetamines are mild and fairly harmless drugs which are safe for young people to experiment with.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	9	19	8	12	21	5
2. Reject	67	75	67	60	51	74
3. Cannot decide.	22	6	25	23	28	21

92. The California agency charged with the enforcement of the drugs is called the Bureau of Narcotic Enforcement.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	44	47	45	42	49	42
2. Reject	10	6	11	14	19	10
3. Cannot decide.	44	47	44	38	32	48

93. Drugs taken into the body by any means (sniffing, smoking, swallowing, injecting) enter the blood stream and, eventually, the brain.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	73	69	75	73	74	77
2. Reject	13	12	13	10	11	11
3. Cannot decide.	13	19	12	13	15	12

94. If you don't use drugs, it is dangerous to associate with those who do because they might influence you to begin.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	64	44	68	31	25	41
2. Reject	24	31	23	52	65	47
3. Cannot decide.	11	25	9	10	10	12

95. The United States is the only country in which the use of cannabis (marihuana) is restricted by law.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	13	12	13	4	6	3
2. Reject	60	69	60	76	80	79
3. Cannot decide.	26	19	27	16	14	18

96. Laws restricting the use of drugs constitute a violation of the individual's constitutional rights.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Accept	32	44	30	30	45	21
2. Reject	45	31	48	48	32	68
3. Cannot decide.	22	25	22	16	23	11

97. Instruction about drugs is given to high school students in different ways. Which of the following ways do you think is best?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Listening to a talk	11	7	12	6	6	8
2. Taking part in a group discussion.	30	14	34	42	42	45
3. Doing individual research, such as reading or studying about drugs . .	10	0	12	7	12	5
4. Seeing a movie or television program	23	29	23	20	13	28
5. Some other way.	22	50	19	18	27	14

98. Different people can talk to students or lead discussions in school about drugs. Which <u>one</u> of the following do you think would influence you the most?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. A doctor who has worked with drug users.	20	12	22	9	8	11
2. A teacher who is well-informed about drugs . . .	7	25	6	7	10	6
3. A policeman from the narcotics squad.	8	13	8	7	14	3
4. A former drug user	63	75	62	68	66	80
5. A student who has never used drugs but is well-informed about them. . . .	2	0	2	1	2	0

99. Of these same people, which would be your second choice?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. A doctor who has worked with drug users	51	33	55	46	42	58
2. A teacher who is well-informed about drugs. . . .	9	18	7	13	25	6
3. A policeman from the narcotics squad	23	12	25	15	8	22
4. A former drug user.	13	37	9	12	17	11
5. A student leader who has never used drugs but is well-informed	3	0	4	5	8	3

100. The films about drugs that I saw in school this year taught me a lot that I hadn't known about drugs.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	70	47	75	26	18	34
2. No	21	40	18	64	77	65
3. I haven't seen any films about drugs in school this year	8	13	7	3	5	1

101. The films about drugs that I saw in school this year helped me to decide <u>not</u> to use them.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	59	18	67	19	10	30
2. No	30	69	24	68	84	66
3. I haven't seen any films about drugs in school this year	8	13	7	5	6	4

102. The films about drugs that I saw in school this year scared me so that I wouldn't want to use drugs.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	42	12	49	14	4	23
2. No	45	69	43	77	92	75
3. I haven't seen any films about drugs in school this year	9	19	8	2	4	2

103. The films about drugs that I saw in school this year seemed out-of-date or not true to life.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	22	40	20	48	54	52
2. No	66	40	71	39	42	43
3. I haven't seen any films about drugs in school this year	10	20	9	4	4	5

104. The films about drugs that I saw in school this year made me want to try drugs or go on using them.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	8	19	6	17	30	10
2. No	80	63	87	72	64	87
3. I haven't seen any films about drugs in school this year	9	18	7	5	6	3

105. What I learned about drugs in school this year has already made me stop using drugs.

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Yes	7	34	3	6	6	8
2. No	10	40	6	38	82	10
3. I haven't learned anything about drugs in school this year	2	13	0	2	4	1
4. I don't use drugs	78	13	91	44	8	81

106. What I learned about drugs in school this year:

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Will probably keep me from using drugs in the future	65	21	74	33	13	57
2. Will probably not affect my use of drugs in the future.	13	21	12	38	66	27
3. Will keep me from using some drugs, but not others	17	50	13	16	19	16
4. Will probably cause me to try drugs.	2	8	0	0	0	0
5. None of these answers apply	3	0	1	0	2	0

107. Do you think that drug use among teenagers today is a seriour problem?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
Yes	83	73	90	58	47	83
No	11	17	10	29	53	17

108. What one attribute, from among the following, do you think is the most important in making a person of your age popular among his friends?

	8th Grade			11th Grace		
	All	U	NU	All	U	NU
1. Having a car	9	23	7	6	9	6
2. Being friendly, considerate, and thoughtful of others.	55	31	62	61	64	72
3. Having money	3	23	1	5	6	5
4. Being good in sports	13	0	15	6	9	6
5. Going along with the crowd.	16	23	15	10	12	11

109. What proportion of students do you think have answered these questions honestly?

	8th Grade			11th Grade		
	All	U	NU	All	U	NU
1. Almost all	41	36	44	36	52	30
2. Somewhat over half	31	21	34	26	25	32
3. About half	17	36	16	20	13	30
4. Somewhat under half.	4	0	5	3	4	3
5. Almost none.	2	7	1	5	6	5